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## ABSTRACT

This handbook is aimed at improving the effectiveness of school board members. Effectiveness of the individual board member has a direct bearing on the effectiveness of the whole board, superintendent of schools, school district, and policy formation. The major functions of the school board are discussed: (1) selection of the superintendents; (2) working with the superintendent and other school personnel (helpful hints to enhance the relationship); (3) conducting effective board meetings; (4) developing and evaluating board policies; (5) short- and long-range planning; (6) public relations; and (7) 100 ways to become an effective board member. Appended is an example of a comparative rating sheet, a list of state departments of education in the United States, and a selected bibliography. (SI)

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A HANDBOOK FOR IMPROVING  
THE EFFECTIVENESS OF  
THE SCHOOL BOARD MEMBERS  
IN AMERICA

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## CHAPTER I

### Introduction

School board members play a vital role in the education of the children in the nation. Effective board members may bring effective schooling for the students and organizational success. Ineffective board members can have detrimental effect on the education of the students, educational programs, and organizational task accomplishments. Again generally speaking an ineffective board may lead to the low staff-community-student morale, poor organizational climate, poor schooling for students, and even organizational failure.

Across the nation about 16,000 school boards and nearly 112,000 school board members meets about twice each month to formulate policies that effect the education of over 40 million students in the U.S. They formulate policies on curriculum, school finance, personnel, pupil services, and other areas of school governance. Members of the boards of education comes from various walks of life - merchants, farmers, housewives, doctors, lawyers, dentists, etc. Some of the members have experience in the work of the board, others are new and have no such experience. Although the school board members are usually the elite and leaders in their respective communities, it is recognized that most of the school board members are not trained in the

technical aspects of school administration.

Having done several nationwide studies on the work of the school boards, superintendents, and having talked to 100's of board members and educators the researcher has recognized that experienced as well as the new board members need help in improving their effectiveness. They need assistance from various sources, for various reasons, and for various tasks they do related to their board work.

#### Significance

This study has several uses. Effectiveness has always been a concern and considered important to productivity and organizational success. Hence this study may provide some help that is necessary for increased production, improved professional relations, and in the maintenance of a dynamic organization. Effectiveness of the individual board member has a direct bearing on the effectiveness of the whole board, superintendent of schools, school district, and policy forming.

This handbook should be helpful in providing the board members some of the guidance they need. It will provide some orientation - information for new board members and could serve as a helpful reference handbook for all the experienced as well as new members. The task of improving the effectiveness of board members is important and possible.

This handbook will also be helpful to the school administrators, students of educational administration, and other people and groups who are concerned with the work of school boards. It can have significance for its possible

practical implications as well as for its limited part in the extension of our knowledge about the work the board members do related to their board.

### Major Functions of the School Boards

Individual board members have no power at all, except when they are meeting in a regular board meeting as defined by the law.<sup>1</sup> Any action taken on the basis of consent of members given individually, other than in a legal meeting of the board would not be a legal action.<sup>2</sup> School board members have to deal with the complexities of the job. It is almost impossible to list or classify precisely all the functions and responsibilities of the boards. They vary state to state and district to district. However in general, according to most of the studies, school board associations, state departments of education, following are some of the major fuctions of the school boards.

### Selection of the Superintendent

It has a bearing on the effectiveness of the school board. Selecting a competent superintendent will have a positive effect on the effectiveness of the board members and selecting an incompetent superintendent will have a negative effect.

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<sup>1</sup>Gloria Dapper and Barbara Carter A Guide for School Board Members Follett Publishing Company, N.Y.: 1966, p. 13.

<sup>2</sup>Charles Everand Reeves School Boards: Their Status, Functions and Activities Prentice-Hall, Inc., N.Y.: 1954, p. 109.

### Working with the Superintendent and Other School Personnel

It is the board's duty to make sure that the school district is properly administered. The school board must hold the superintendent responsible for the proper and efficient administration of the district. The board must invest the superintendent with the power to act for the board and designate him/her as the board's chief school administrator. A good working relationship between the board and the superintendent is very important for the effectiveness of the board. The board should contact the school personnel through the superintendent who holds a key position between the board and the employees.

### Conducting Effective Board Meetings

Since a board can transact business only in board meetings, hence meetings should be conducted effectively, legally, and in accordance with correct parliamentary procedures. Board must prepare sufficiently for the meetings as these will effect their decisions, policies, and organizational success.

### Developing and Evaluation of Board Policies

Policies can not be contrary to the provisions of the state laws, rules, regulations, and directives of the state authorities. As a law-making body, the Board has the authority for determining those policies, regulations, programs, and procedures within the legal framework of the state and other laws. Board must also evaluate the effect of the policies they formulate.

### Planning

School board with the help of the superintendent and other administrators plans for the future of the school district. Planning should be for short range as well as long range future. Planning will help the board in making decisions when any community group asks that something be done. Proper planning will help maintain the effectiveness and in the improvement of the schools over a period of time.

### Public Relations

Board members are elected or appointed from electors of the school district. It is their duty to serve the district's welfare and the wishes of the people. Board should keep the community informed about the conditions, status, needs, and accomplishments of the school district. There should be a good board relationship with the superintendent, administrators, teachers, other school employees, parents, community, media, state, other school boards, and other referent groups.

### More Information

Details about the aforesaid functions of the school boards is given on the following pages. Also given are 100 more ways to become an effective board member and a list of state board of educations.

## CHAPTER II

### Selection of the Superintendent<sup>3</sup>

There are about 16,000 school boards in the nation.<sup>4</sup> Every year 19-33 percent, that is nearly 3,000 - 5,000 school boards are involved in the selection of their chief school officers.<sup>5</sup> Each board has about 5-13 members. About 15,000-55,000 board members are thus involved every year with the selection of the superintendent of schools. Additionally, many boards involves many other key people in the selection of the superintendents. These key people may give their feedback and impressions about the candidates but the final decision must be made by the board of education.

Members of the board of education comes from various walks of life - educators and non-educatoars. Some have experience and or professional skills in the selection of a school superintendent, others do not. They are responsible and have the authority to make policies for their school districts. To implement their policies and manage the school district, they employ a chief school administrator. Because

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<sup>3</sup>Krishan Chand A Handbook for the School Boards in America for the Selection of the Superintendent of Schools ERIC Document Reproduction Service, U.S. Department of Education, ED 277 120, 1987.

<sup>4</sup>National Center for Education Statistics Education Directory U.S. Department of Education, Washington, DC, 1980.

<sup>5</sup>Richard H. Barr, Education Program Officer, U.S. Department of Education, Washington, D.C. 20202, Personal Correspondence, October 7, 1980.

the person they hire would be responsible to carry out their policies and the success of the school district, the selection of the superintendent is a very important task of every board. Superintendents makes the difference. The selection of the superintendent has a bearing on the education and overall success of the district. An effective selection may bring effective schooling for the students and organizational success.

Poor selection can have detrimental effect on the education of the students, educational programs, and organizational task accomplishment. Again generally speaking a poor selection may also lead to low staff-student-community morale, poor organizational climate, poor schooling for the students, and even organizational failure.

#### Helpful Hints

The following hints may help a board of education in their search for an effective superintendent:

1. Goals Establish philosophy, goals and objectives, and needs of your school district. If you already have established the same in the past, review the same and find out the changes needed, if any.

2. Alternatives Determine all the possible alternatives to find the school superintendent, e.g. from: (1) within the school district, (2) from within the state, and (3) from all over the nation. The needs of your school district would be helpful to decide on the best alternative.

3. Job Description Develop and provide the candidates with the following information about your school district:

- i. Enrollment in the school district
- ii. Type of school district i.e. elementary, secondary, K-12, details of other programs
- iii. Number of various type of schools and staff in the central office
- iv. Number of certified and non-certified staff
- v. Closing date for the receipt of applications
- vi. Salary range
- vii. Joining date
- viii. Description of the community

Develop a job description to meet the specific needs of your school district. It would help make an effective selection. The current trend in the job description of the superintendents is given below and should be of help to you in the development of the job description. If you already have one developed, review the same, and make the necessary changes needed, if any.

#### EDUCATIONAL REQUIREMENTS

The current trend in the educational requirements for the selection of the superintendents in the nation is given on the next page.<sup>6</sup>

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<sup>6</sup> Krishan Chand The Current Trend of the Job Description of School Superintendents in the United States ERIC Document Reproduction Service, U.S. Department of Education, ED 239 364, 1983.

TABLE 1

## DISTRIBUTION OF EDUCATIONAL REQUIREMENTS

| Education                 | Frequency         | Percent |
|---------------------------|-------------------|---------|
| Doctorate                 | 287               | 27.9    |
| 6th year, M.A.+30 credits | 31                | 3.0     |
| Master's                  | 88                | 8.6     |
| Certification             | 692               | 67.2    |
| Did not mention any       | 47                | 4.6     |
| Total                     | 1145 <sup>a</sup> | 111.3   |

n= 1030

<sup>a</sup>This total frequency and percent exceeds the number n and the 100% as some of the school boards wrote more than one requirement.

This reference applies to all the tables 1-3.

About one-fourth (27.9%) of the school boards advertised that they would prefer a candidate with an earned doctorate compare to 30% of the superintendents who presently hold a doctoral degree;<sup>7</sup> a few (3%) required a candidate to have 6th year, M.A. + 30 credits or more credits; 8.6% requires a candidate to have a Master's degree; 67.2% stated in the job description that the candidate meet the certification requirements;<sup>8</sup> and 4.6% did not mention any requirements in their advertisement.

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<sup>7</sup>Krishan Chand, "Job Satisfaction of Superintendents in the United States" (Ed.D. Dissertation, New York University, 1982), p. 34.

<sup>8</sup>Certification requirements vary from state to state but in general these appears to include a master's degree and a number of years of teaching and administrative experience. This reference applies to all the tables 1-3.

# WORK EXPERIENCE REQUIREMENTS

The current trend in the work experience requirements for the selection of the superintendents in the nation is given below:<sup>9</sup>

TABLE 2

## DISTRIBUTION OF WORK EXPERIENCE REQUIREMENTS

| Experience                                                   | Frequency | Percent |
|--------------------------------------------------------------|-----------|---------|
| Superintendent/Assistant<br>Superintendent/Central<br>office | 260       | 25.2    |
| Administration/Management/<br>Leadership                     | 362       | 35.1    |
| Administration/teaching<br>(5 years or less)                 | 117       | 11.4    |
| Certification                                                | 692       | 67.2    |
| Did not mention any                                          | 47        | 4.6     |
| Total                                                        | 1514      | 147.0   |

n= 1030

About one-fourth (25.2%) of the school boards required a candidate to have an experience as superintendent, assistant superintendent and or in the central office; 35.1% required the candidate to have administrative/management/and or leadership skills and experience; 11.4% required the candidate to have 5 years or lesser administrative and teaching experience; 3.5% required the candidate to have 6-10 years of administrative and teaching experience; 67.2% stated in the job description that the candidate

<sup>9</sup>Chand, The Current Trend of the Job Description of School superintendents in the united states, pp. 8-9.

meet the certification requirements; and 4.6% did not mention any requirement in their advertisements.

### TASKS REQUIREMENTS

The current trend in the tasks requirements for the selection of the superintendents in the nation is given below:<sup>10</sup>

TABLE 3

#### DISTRIBUTION OF TASKS REQUIREMENTS

| Tasks                                        | Frequency | Percent |
|----------------------------------------------|-----------|---------|
| Curriculum                                   | 106       | 10.3    |
| School Finance                               | 106       | 10.3    |
| Community, staff, board,<br>public relations | 89        | 8.7     |
| Collective bargaining                        | 39        | 3.8     |
| Bilingual/cross-cultural<br>education        | 30        | 2.9     |
| Communication skills                         | 30        | 2.9     |
| Personnel Management                         | 26        | 2.5     |
| Planning                                     | 16        | 1.6     |
| Ability to delegate                          | 16        | 1.6     |
| School laws                                  | 12        | 1.1     |
| Problem solver                               | 5         | 0.5     |
| Facilities Management                        | 5         | 0.5     |
| Affirmative action                           | 4         | 0.4     |
| Desegregation                                | 2         | 0.2     |
| Assessing future needs                       | 2         | 0.2     |
| Political astuteness                         | 2         | 0.2     |
| Student achievement                          | 2         | 0.2     |

<sup>10</sup>Ibid. pp 9-11

|                                             |      |       |
|---------------------------------------------|------|-------|
| Maintain an open climate                    | 2    | 0.2   |
| Expect excellence                           | 2    | 0.2   |
| Dedicated to extra<br>curricular activities | 2    | 0.2   |
| Use of computers                            | 2    | 0.2   |
| Modern management<br>techniques             | 2    | 0.2   |
| Certification                               | 692  | 67.2  |
| Did not mention any                         | 47   | 4.6   |
| Total                                       | 1245 | 120.7 |

n = 1030

About 10% of the school boards required a candidate to have skills/experience in curricular development and improvement; an equal number required the candidates to have skills/experience in school finance; 8.7% needed candidates with a professional background/experience in public, community, board, staff, student relations; 3.8% required the candidates to have professional background in collective bargaining; 2.9% school boards required the candidates to have professional background in bilingual/cross-cultural education; an equal number required the candidates to have good written and oral communication skills; 1.6% needed the candidates to have skills in long and short range planning; an equal number required the candidates to have the ability to delegate; 1.1% school boards required the candidates to have knowledge of the school laws; 3.2% of the school boards required the candidates to have professional capabilities in problem solving, facilities management, affirmative action, desegregation, accessing future needs, political astuteness,

student achievement, maintaining an open climate; expecting an excellence from self, staff, and students; extra curricular activities, use of computers, and modern management techniques; 67.2% stated that the candidates meet the certification requirements; and 4.6% did not mention any requirement.

4. Advertise the position There are several sources that publish superintendency positions. Some of these are: American Association of School Administrators,<sup>11</sup> National Association of School Boards,<sup>12</sup> and New York Times.<sup>13</sup> They all publish the positions on a nationwide basis. There are ofcourse other sources which provide information about the positions. Sources number 11 and 12 announce the vacancies free of charge. Ask the candidates to supply the information about the items that you later on intend to evaluate/screen the candidates for.

Keep your job description/brochure, application form (if any), cover letter, and any other appropriate material ready, so that you may respond to the responses to your advertisements/announcements quickly. Boards have received enquirees ranging from 30-400 for every available superintendency position. Many boards are simply asking the candidates to send their resume, state certification (or proof of eligibility),

<sup>11</sup>The American Association of School Administrators Job Bulletin (Virginia: American Association of School Administrators) published every six-week intervals for its members.

<sup>12</sup>National School Boards Association The Executive Educator and Career (Washington D.C.: National School Boards Association) published every month.

<sup>13</sup>New York Times The Week in Review (N.Y.: New York Times) publishes careers in education every week.

copies of transcripts, and other appropriate material of their choice. Simple application procedures might result in receiving more applications and are also probably easier to evaluate. Acknowledge the receipt of the applications to all the candidates. Inform them of the status of their applications, whether it is complete or you need any other information/material from them.

5. Review the applications Decide the key persons to be involved in the screening of applications. Determine screening procedures and develop a standard rating sheet. An example of the rating sheet is given in Appendix I. Select the applicants that you want to interview personally. Contact the candidates selected for interview by written/telephone communication and confirm the appointment for a personal interview. Make sure that the candidates you selected for the interview have the required administrative certificate from your state or are eligible for one. Your state department of education will be able to give you the details about the requirements for certification. Addresses of the state departments of education are given in Appendix II. Confirm the time, date, day, and place of interview. Answer the questions if any the candidates have about the selection procedure. Inform the candidates not selected for the interview about the status of their applications.

6. Interview the candidates Prepare well for the interview as it is one of the most important tasks concerning the selection of an effective chief school administrator. Be sure that all the board members and other key persons if any

you want to involve in the interview process can attend interviews of all the candidates. Allow enough time for conducting the interviews. Most of the districts appears to be paying the candidates for their expenses on travel, lodging, meals etc. Make a list of the important questions you intend to ask the candidates. If your district is facing some crucial areas of concerns, then specific questions should be asked on that area in detail. Some of the suggested helpful questions are:

#### BOARD-SUPERINTENDENT RELATIONSHIP

- \* What strategies would you use to develop working relationship with the board?
- \* What kind of working relationship do you expect between the board of education and yourself?
- \* What specific experience and or professional skills you have in building a good working relationship with the board?
- \* Have you published any article/study on board-superintendent relationship? If yes, describe the publication in brief.
- \* What is your concept of the role of the superintendent related to a school board meeting in the district?
- \* Suppose the board establishes a policy to which you completely oppose, what would you do?
- \* How would you work, or have worked with the school board on building an agenda for the board meeting?
- \* What approach would you use, or have used to communicate with the board?
- \* How the superintendent should be evaluated?
- \* How would you inform the board about the needs and conditions of the district?

## SUPERINTENDENT-COMMUNITY RELATIONSHIP

- \* What strategies would you use to develop working relationship with the community?
- \* How would you inform the public of the district's activities and involve the citizens?
- \* What kind of working relationship do you expect between yourself and the community?
- \* What specific experience and or professional skills you have in building a good working relationship with the community?
- \* Have you published any article/study on superintendent-community relationship? If so, in what way, do you think that your study may help you as a superintendent in this district?
- \* What is your experience in dealing with the media? How would you deal?
- \* How would you improve the image of the school system in the community?
- \* In the total picture, where does the superintendent fit into the community relations?
- \* If a parent reports to you that his/her child has been unfairly given lower grades/scores in one of your schools, what would you do?
- \* Would you participate in the cultural activities of the community? If yes, how and in what kind?

## SUPERINTENDENT-STAFF RELATIONSHIP

- \* What strategies would you use to develop working relationship with the staff?
- \* Have you published any article/study on superintendent-staff relationship? If yes, describe the publication in brief.

- \* How the key personnel be selected and evaluated?
- \* How would you help the staff in the improvement of their professional abilities?
- \* How would you communicate board policy and programs to staff?
- \* How would you motivate and lead the professional staff?
- \* How would you extend your influence throughout the school system and direct the staff toward desirable educational goals?
- \* How would you delegate authority, responsibility, and supervise the staff?
- \* How would you utilize the staff in the continuing evaluation and development of the instructional programs and planned change?
- \* What will you do to dismiss a staff member?

#### CURRICULUM

- \* What has been your experience in working with the curriculum?
- \* In your opinion, does the extra curricular program fit into the regular educational program? If yes, how?
- \* How would you provide the special services? Vocational?
- \* How would you develop and improve the instructional program in this district?
- \* How would you evaluate the educational programs?
- \* How would you lead the staff in meeting the educational objectives of the district?
- \* How would you coordinate curriculum activities and text book selection?
- \* How would you interpret the curriculum and proposed changes if any to the staff, public, and board?

- \* How would you plan the staff development activities?  
Suppose an employee does not improve in performance, even after all of your administrative support, what will you do?
- \* What experience you have in multicultural/multilingual education?

#### FINANCE

- \* What has been your experience in working with school finance at the district level?
- \* How would you prepare and administer the budget?
- \* How would you work or have worked with the school board on financial planning and budget development?
- \* How would you interpret the financial concerns of the district to the community?
- \* How would you secure, allocate, and manage fiscal resources?
- \* How would you manage the expenditures?
- \* What experience you have in promoting district's financial needs at the state level?
- \* What professional skills you have in inventory control, purchasing, and accounting?
- \* What experience you have in managing of district's real estate and insurance programs?
- \* How would you develop a program of budget forecasting and control?

#### PERSONAL

- \* What kind of salary do you expect?
- \* Why are you applying for this position?
- \* Why do you want to leave your current position?
- \* What do you see yourself doing five years from now?
- \* Why do you want to relocate to this city?

- \* What are your professional goals?
- \* What are your hobbies and interests?
- \* How does your wife and family deals with your busy administrative life?
- \* What activities you have in mind for your own professional growth?
- \* If you were to choose a career again, would you choose teaching?

#### AUXILARY-ADMINISTRATIVE

- \* What experience you have in tgransportation services of schools?
- \* What experience you have in food services programs in schools?
- \* What professional skills you have in school laws?
- \* What experience you have in collective bargaining and contract administration?
- \* How would you develop and carry out short range and long range plans in the district?
- \* How would you access the future needs?
- \* How would you gain support from voters for levies and bond issues?
- \* What is your experience in dealing with affirmative action and desegregation?
- \* The district's major concerns/problems are ...  
How would you deal with each of these?
- \* How do you solve your major administrative problems?

#### CHANGING EMPLOYMENT

- \* How much time would you need to notify your current employer before assuming resopnsibilities with this district if hired?

- \* If we check your background and references what do you think we will find?
- \* How many hours a week do you think you would spend on this job?
- \* What factors would make you leave the job and look for a position elsewhere?
- \* If we employed you, how long would you stay with us?
- \* Don't you feel you might be better off in a larger/smaller/different school district?
- \* Does your current employer know you are out looking for a job?
- \* Why have you changed your job so many times?
- \* What kind of support you would expect from the school board?
- \* What would be the effect of your accepting this position on your family and how would they deal with the same in your opinion?

#### MISCELLANEOUS

- \* Tell us in brief about yourself and why should we hire you?
- \* What is your philosophy of education?
- \* How would you work with the other officials in the area both elected and appointed?
- \* How would you improve student achievement?
- \* How would you improve drop out rate?
- \* How would you motivate students for their future education?
- \* What is the most difficult question I could ask you and then answer it?
- \* Describe your major accomplishments?
- \* Describe your major source of satisfaction on work.

- \* What are some of the good and bad comments people made of you?
- \* Tell us some of the challenges you think you would face on this position and how would you deal with that?
- \* What do you know about our school district?
- \* What can you do for us that someone else would not do as well?
- \* Can you work under pressure and meet the deadlines?
- \* What do you consider your major strengths and weaknesses in administration?

7. Make a Selection Make a final selection. Person with a superior professional background should be selected as a superintendent.<sup>14</sup> Offer the job by telephone and in writing to the person selected. The contract should be accepted by both the superintendent and the board. The contract should contain all the terms and conditions of employment including the procedures for evaluation<sup>15</sup> and contract renewal.

<sup>14</sup>Krishan Chand Educational Improvement in the U.S. ERIC Document Reproduction Service, U.S. Department of Education, ED 268 629, 1984.

<sup>15</sup>Krishan Chand Evaluation of Superintendents ERIC Document Reproduction Service, U.S. Department of Education, ED 245 341, 1984.

### CHAPTER III

#### Working with the Superintendent and Other School Personnel

A good working relationship between the board and superintendent is very important. Board should contact other school personnel through the superintendent. The relationship between the school board-members (policy makers) and their school superintendents (chief executive officers) has a bearing on the organizational success, implementation of board's policies, and effectiveness of the board and superintendent. Experience as well as research tends to indicate that a better board-superintendent relationship leads to a better implementation of board's policies and organizational success.

A poor relationship between board and superintendent can have detrimental effects on the task accomplishment and productivity. Where people have low working relationship there is more likely to exist low levels of productivity and organizational success. In school districts poor board - superintendent relationship tends to lead to high turnover of superintendents and job stress for both superintendents and the board-members.

It is almost trite to point out that the board-superintendent relationship is the single most important relationship in the school district. Its effectiveness

will permeate each and every aspect of the operation of the school district. In addition, many aspects of this relationship will affect the school district's relationship with the community.<sup>16</sup>

Data analysis of the national study reveals that nationwide most of the school superintendents (90.5%) considers their relationship with the board-members is very important to them, 98% of the superintendents said it is medium to very important, only 2% of the superintendents said the relationship with the board-members is of little importance to them.<sup>17</sup> See Table 4.

TABLE 4

RELATIONSHIP WITH BOARD-MEMBERS  
(NATIONWIDE)

| Importance | Frequency | Percent |
|------------|-----------|---------|
| Little     | 1         | 6       |
|            | 2         | 4       |
|            | 3         | 39      |
|            | 4         | 151     |
| Very       | 5         | 320     |
| Total      | 520       | 100.0   |

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<sup>16</sup>Frank C. Mayer and Harold E. Wilson The Effective Superintendent: Techniques and Practices (Midland, Michigan: Pendell Publishing Company, 1972), p. 20.

<sup>17</sup>Krishan Chand Superintendent-Board Relationship in the U.S. and Alaska ERIC Document Reproduction Service, U.S. Department of Education, ED 242 053, 1984.

About seventy percent (70.2%) of the superintendents in the nation reported they spend a great deal of time on their relationship with the board-members, 93.7% of the superintendents said they spend medium to a great deal of time, only 6.3% of the superintendents said they spend only a little time on their relationship with the board-members.<sup>18</sup> See Table 5.

TABLE 5

| TIME SPENT ON RELATIONSHIP WITH<br>BOARD-MEMBERS (NATIONWIDE) |            |           |         |
|---------------------------------------------------------------|------------|-----------|---------|
|                                                               | Time Spent | Frequency | Percent |
| Little                                                        | 1          | 8         | 1.5     |
|                                                               | 2          | 25        | 4.8     |
|                                                               | 3          | 122       | 23.5    |
|                                                               | 4          | 201       | 38.7    |
| Great Deal                                                    | 5          | 164       | 31.5    |
| Total                                                         |            | 520       | 100.00  |

There is a positive relationship between the importance the superintendents' give to the relationship with the board-members and the time they spend on the same. Coefficient of correlation between the given importance and the time spent on the relationship with the board-members is .5.

#### EFFECT OF TASK VARIABLES

Two statistical techniques, canonical correlation and multiple/correlation analysis revealed that, nationwide there is a positive relationship between the importance the superintendents give to their relationship with their board-members and nine task variables: (1) importance superintendents give to their freedom to employ staff,

<sup>18</sup>Ibid.

(2) importance they give to their freedom to dismiss staff, (3) the feelings the superintendents have concerning their status in the community, (4) the attitude of the community towards education, (5) sense of achievement of the superintendents in their profession, (6) recognition of their work by others, (7) opportunity for their personal growth, (8) methods used to evaluate their performance, and (9) the prospect of a renewal of their employment contract. Coefficient of correlations between importance they give to the relationship with their board-members and the stated task variables are given in table 6.

TABLE 6

COEFFICIENT OF CORRELATIONS BETWEEN  
RELATIONSHIP WITH BOARD-MEMBERS  
AND TASK VARIABLES(NATIONWIDE)

| Dependent Variable= Relationship with Board-Members | r  |
|-----------------------------------------------------|----|
| Freedom to employ staff                             | .5 |
| Freedom to dismiss staff                            | .4 |
| Status in the community                             | .4 |
| Attitude of community towards education             | .3 |
| Sense of achievement in their profession            | .3 |
| Recognition of their work by others                 | .3 |
| Opportunity for personal growth                     | .3 |
| Methods used to evaluate their performance          | .3 |
| Renewal of their employment contract                | .3 |
| n = 520                                             |    |

The other task variables do not have any effect on the importance the superintendents give to their relationship with their board-members. It does not matter if he/she has negative or positive feelings about the attitude of parents towards education, number of hours put in at his work per week, amount

of paper work with which he deals, and his safety on job.

It does not matter how much importance he places on or how much time he spends on: (1) curriculum, (2) finance, (3) state regulations, (4) federal regulations, (5) collective negotiations, (6) relationship with assistants, (7) relationship with principals, (8) relationship with teachers, (9) relationship with community, (10) relationship with non-certified staff, and (11) relationship with state department of education. It does not matter whether he would or would not choose superintendency again, as to the importance he gives to his relationship with the board-members.

There is also a positive relationship nationwide between the time spent by the superintendents on their relationship with their board-members and three task variables: (1) importance superintendents give to employ staff, (2) time they spend to employ staff, and (3) time they spend to dismiss staff. Coefficient of correlations between the time spend on their relationship with the board-members and the stated task variables are given in table 7.

TABLE 7  
COEFFICIENT OF CORRELATIONS BETWEEN TIME-SPENT  
ON BOARD-RELATIONS AND TASK VARIABLES  
(NATIONWIDE)

| Dependent variable= Time Spent on Relationship<br>with Board-Members | r  |
|----------------------------------------------------------------------|----|
| Freedom to employ staff                                              | .4 |
| Time spent to employ staff                                           | .4 |
| Time spent to dismiss staff                                          | .4 |
| n = 520                                                              |    |

The other task variables given in table 6 and also those variables listed following the table 6, but not listed in table 6 do not have any effect on the time the superintendents spend on their relationship with the board-members.

#### EFFECT OF PERSONAL-EXPERIENTIAL VARIABLES

None of the personal-experiential variables appears to have any effect on how much importance the superintendents give or how much time they spend on their relationship with the board-members nationwide.

It does not matter whether he is employed by an elementary, junior high, senior high school, or a K-12 school district; it does not matter if he is working for a small, medium, or large district; it does not matter if he is working for an urban, suburban, or rural school district; it does not matter if he is working for a fiscally dependent or independent district; it does not matter how many people are employed in the district. Nor does it matter if a superintendent has a bachelor's degree, master's degree, or a higher degree. It does not matter what is his major field of study. It does not matter what is his area of certification nor does it matter what has been his experience as an educator/non educator.

The superintendent's age, race, marital status, sex, whether or no his spouse works, or if he takes an active part in extra curricular activities involving youth do not have any noticiable influence on how much importance the superintendents give or how much time they spend on their relationship with the board-members.

# HELPFUL HINTS TO ENHANCE THE RELATIONSHIP<sup>19</sup>

Inspite of the importance and great deal of time the superintendents spend on their relationship with the board, tensions exist between many superintendents and their boards. "Caliber of prsons assigned to or removed from local boards of education" and "administrator-board relations" are ranked second and third among the top 10 issues that would drive superintendents out of their positions, should those issues intensify.<sup>20</sup>

Patience, understanding, trust, respect, honesty, and an open communication are considered to be helpful for an effective relationship between superintenenents and the boards. Both the boards and superintendents should consistently strive to maintain and enhance a good working relationship. Some of the helpful hints to enhance the relationship are:

## Contract

A well developed employment contract is important. It serves as a basis for both the superintendents and the school board to ... building a clear and rational relationship between the board and superintendent.<sup>21</sup>

<sup>19</sup>Ibid.

<sup>20</sup>Luvern L. Cunningham and Joseph T. Hentges The American School Superintendency: A Summary Report (Arlington, Va: American Association of School Administrators, 1982), p. 42.

<sup>21</sup>Paul B. Salmon and Thomas A. Shannon, Forward to The Superintendent's Contract - A joint publication of the American Association of School Administrators and the National School Boards Association (Arlington, Va: The American Association of School Administrators, 1979), p. 1.

### Duties

To minimize confusion of jurisdiction between board-superintendent, spell out in as much as detail as possible the exclusive duties of each party. Procedural rules and policy statements will serve as guides to help the board and the superintendents each to emphasize most the role that can best benefit the school and community.<sup>22</sup>

### Objectives

Whenever any difference occur, it is better to concentrate on a common objective. It should usually be one that helps to provide the quality educational program for the pupils. After all the schools are for pupils. At the same time find out more about the problem and a proper solution for the same.

### Agenda

Building the agenda has its own effect on the superintendent-board relations. Building the agenda for the next school board meeting is one of the most important jobs of the superintendent. Incidentally, studies show that the input from superintendents plays the major role in determining what, when, where, and who appear on the agenda.<sup>23</sup> In advance of meetings, the superintendent and the board chairman may find it helpful to the smooth running of the meeting if they preview the agenda and discuss issues that may arise.<sup>24</sup>

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<sup>22</sup> Van Miller, George R. Madden, and James B. Kincheloe The Public Administration of American School Systems (N.Y.: The MacMillan Company, 1972), p.59.

<sup>23</sup> Willard Fox, "Agenda Building" The School Administrator (September 1983): 10.

<sup>24</sup> American Association of School Administrators School Board-Superintendent Relationships (Washington: American Association of School Administrators, 1956), pp 103-104.

### Communication

Keep your board members informed. It is unfair to expect boards of education to perform their task well without adequate information.<sup>25</sup> Formal and informal communication channels exist in all organizations. Effective communication procedures and techniques must be developed for these channels. The formal communication channels carry both instrumental and expressive content. The informal network, however, can particularly enhance the formal with expressive substance.<sup>26</sup>

### Professional Development

Today's board of education is faced with new tasks, new responsibilities and operations. As a result, the boards of education must utilize every resource to update and upgrade practices and procedures employed in its operation. Individual board members or, preferably the board of education as a whole, should take advantage of each opportunity to attend regional, state and national meetings of school boards associations and other groups involved in school governance.<sup>27</sup> The board of education should also utilize the resources available through various publications available to them. The superintendents should also participate in activities related to their professional development.

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<sup>25</sup>William Ellena, "Tenure and the Superintendent" The School Administrator (May 1981): 2.

<sup>26</sup>Wayne K. Hoy and Cecil G. Miskel Educational Administration: Theory, Research, and Practice (N.Y.: Random House, 1978), p.246.

<sup>27</sup>Mayer, The Effective Superintendent: Techniques and Practices, pp. 17-18.

## CHAPTER IV

### Conducting Effective Board Meetings

Meetings are used by the boards to carry on their school board business. Since official actions of the board occur only at the school board meetings, it is important that procedures be established to ensure an efficient operation.<sup>28</sup> The success of most school board meetings is dependent upon the amount and quality of the planning that precedes the meeting. The superintendent of schools bears a major responsibility for this planning along with the chairperson of the board of education and members of the superintendent's staff.<sup>29</sup>

The wishes of the Board should be made known and be made clear to the superintendent. They should inform the superintendent of the kinds of information they desire about the school system as those bits of information relate to future meetings of the Board. The superintendent by the same fashion, should be able to provide the Board with the procedures by which he will communicate with the Board.<sup>30</sup>

The board may also ask the superintendent for his/her suggestions and recommendations for dealing with the problem. During the meeting also they should seek help from the superintendent. It is an area in which a superintendent can be very helpful especially to the board chairperson.

<sup>28</sup>Jack L. Davidson Effective School Board Meetings Parker Publishing Company, Inc. West Nyack, N.Y., 1970, p.5.

<sup>29</sup>Ibid.

37 <sup>30</sup>Ibid.

Board and chairperson must work together to increase effectiveness of the board meetings and organizational success.

### The Agenda

There are numerous formats for successful agenda styles, the following is one of the suggestive styles which has been used successfully by many good school systems:

Call to Order

Establishment of Quorum

Approval of minutes of previous meetings

Communication

Program Interpretation

Old Business

New Business e.g. budget, employment

Informative Items

Authorization of payment of bills

Remarks or questions from guests

Adjournment

The date, time, and place of school board meetings should be announced. Most of the school boards in the U.S. meets in the evenings. Agenda should provide an effective plan to be followed for the meeting and is very important. Agenda should be sent to all the members in advance so that they have time to prepare for the meeting. Related papers and information may also be given to the board members along with the agenda.

The board may adopt a standard manual as a guide to conduct meetings in an accepted principles of procedures, e.g.

"Robert's Rules of Order" and "Cushing's Manual of Parliamentary Procedures". Minutes of the meetings must be properly kept and are very important. These are records of all the boards decisions and actions.

#### Record Keeping

Every board must maintain the minutes of their meetings. State laws generally require the boards to keep appropriate records of their minutes. They should decide on what the official records will cover, who will keep the minutes? When and how to approve the minutes? How to index the minutes?

## CHAPTER V

### Developing and Evaluation of Board Policies

One of the major tasks of any school board is to develop policies. The board should establish and maintain written policies on dealing effectively with instructional goals, educational philosophy of the district, administration of the district, board - superintendent relations, evaluation of district programs and staff, school finance, public relations, communication, conducting meetings, planning, personnel, facilities management, staff development, complaints, and other appropriate areas of school governance. The board should also see how well the policies and plans are put into action. The board makes policies, the administration puts the policies into action.

Written policies must be maintained in a policy manual. Board's policy manual should be well organized and up-to-date. Policy manual helps in long-range planning, day-to-day operations, board meetings, making planned changes, communication, public relations, and other related areas of district's governance and administration. The board should seek the assistance of the superintendent in establishing policies by obtaining from him/her the relevant facts, information, and reports. Board and superintendent must communicate formally and informally in decision making and implementation of policies.

Board must evaluate the effect of the policy they formulated and also that how well it has been put to practice. The school administrators will supply the necessary information for the evaluation. Findings of the evaluation are helpful in the future educational planning.

## CHAPTER VI

### Planning

Planning for both of the short range and long range future is very important. It is an on going process and revision is always necessary. An appropriate system of planning must be used and help from the superintendent or other skilled professional(s) should be taken. The following steps will help in planning:

1. Define the purpose and goals
2. Define needs
3. Select the possible alternatives
4. Select the "best alternative"
5. Develop and implement the best alternative
6. Evaluate the results
7. Recycle and redefine needs

## CHAPTER VII

### Public Relations

Education is a public concern. Schools are public institutions and are governed by representatives of the public.

#### PUBLIC RELATIONS STRATEGIES<sup>31</sup>

- \* Assign an administrator to coordinate district-wide community relations activities.
- \* Form staff-community advisory committees for various subject areas, each building, and region.
- \* Support PTA's and other activities for citizen involvement.
- \* Publish periodicals, reports, and news letters on community activities of the district. Use all the available media to inform the citizens about the school programs.
- \* Involve volunteers in tutoring, counseling, speakers bureaus, and other programs.
- \* Strengthen relationship with board, assistants, principals, teachers, non-certified staff, parents, and students.
- \* Visit all the schools during the school year.
- \* Take an active part in the community activities.
- \* Strengthen cross-cultural education and minority programs.
- \* Keep good organizational climate in the district.
- \* Maintain quality educational programs and emphasize on student achievement.

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<sup>31</sup>Krishan Chand Superintendent-Community Relationship in the U.S. ERIC Document Reproduction Service, ED 249 616, 1984.

- \* Encourage student activities in which students, teachers, and parents participate together.
- \* Make sure that people get warm reception when they visit the schools, central office, and school staff.
- \* Use all other suitable formal and informal strategies consisting of academic and non-academic activities.
- \* Avoid strikes and other conflicts.

## CHAPTER VIII

### 100 Ways to Become an Effective Board-Member

You are Most Effective When you-

#### GENERAL

1. Clearly define and understand the role of the board of education, superintendent, other administrators and staff, certified and non-certified
2. Assume all of those responsibilities and authorities assigned to you within the framework of the defined role
3. Keep abreast with the philosophy and objectives of the board of education as board membership and board attitude change
4. Make decisions when sufficient facts are available
5. Can share your problems and concerns with other board-members
6. Understand the goals and objectives of the school district
7. Support the decisions of the board even when it is contrary to your own recommendations
8. Visit the schools to understand problems the schools are facing
9. Maintain good working relationship with other board members
10. Seek timely reports from the superintendent for keeping the board informed about the needs and status of the school district

11. Make sure that you have given due consideration to the recommendations of the superintendent before voting on formulating any policy
12. Don't show any favoritism to your own friends or relatives
13. Don't use your membership of the school board for any of your own advantage or for the advantage of your friends or relatives
14. Clearly understand the difference between policy making and administrative roles
15. Keep yourself informed about the changes in education and needs of society
16. Collect the necessary data/information from the most credible sources
17. Work cooperatively with the other board members
18. Refuse to deal with individual school employees except through the superintendent or in case of their appeal from the superintendent's decision
19. Attempt to familiarize yourself about the responsibilities and functions of the board members
20. Deal in terms of the board policies

#### PERSONAL

21. Are not afraid to admit a mistake
22. Are social conscience
23. Have organizational capability
24. Have an understanding of board's functions
25. Are dedicated, committed and motivated to the maintenance and improvement of a local school system

26. Have no selfish interest in serving the board
27. Have an open mind and considers differing views
28. Are willing to learn
29. Likes to serve the community
30. Do read educational material
31. Participate in educational conferences, seminars, and workshops
32. Are positive in approach
33. Don't be afraid to admit you don't know the answer to any particular question
34. Have leadership qualities
35. Have courage to take action in the interest of the schools inspite of outside pressures
36. Don't use the school employees for the political purposes
37. Are a good listener
38. Are dedicated to serve the education of the students in the district
39. Respect the opinions of the others
40. Are courteous and respectful to other board members

#### WORKING WITH THE SUPERINTENDENT

41. Select an effective superintendent based on his/her quality educational training, breadth of experience and personal capability
42. Provide the superintendent with the good working conditions
43. Provide the superintendent with a good employment contract
44. Help the superintendent in obtaining a good status in the society

45. Trust the superintendent to perform administrative tasks
46. Don't try to administer the schools yourself
47. Don't direct the superintendent in his/her administration
48. Ask the superintendent for his advice on matters in need of action
49. Don't try to dominate the superintendent
50. Hold the superintendent and his/her staff responsible for the administration of the school district
51. Employ the school employees only on the recommendation of the superintendent
52. Give the superintendent your friendly advice
53. Provide sufficient safeguards around the superintendent so that he may perform his duties on a professional basis
54. Maintain a frank, open, and trustworthy relationship with the superintendent
55. Refer any application etc. received directly by the board to the superintendent
56. Refer all the complaints concerning the school district to the superintendent for his findings, report, and act on his recommendations
57. Be sensitive to the desires of the superintendent as he/she functions in his/her role as chief school administrator
58. Support the superintendent in the performance of his/her duties
59. If you are president of the board, you must work more closely with the superintendent
60. If you are chairperson of any committee, consult the superintendent in relation to the work of your committee

## BOARD MEETINGS

61. Plan for the meetings as carefully and thoroughly as possible
62. Attend and participate in all the possible meetings you can
63. Make sure that every appropriate item in need of the board action is on the agenda
64. Do your home work before going to a board meeting
65. Establish a suitable format for all the board meetings
66. Conduct the meetings in a pleasant atmosphere
67. Evaluate the board meetings along with other board members and the superintendent
68. Make decisions in board meetings only after hearing all sides of the issues
69. Remember that as an individual you have no legal authority outside the meetings of the board
70. Welcome and encourage citizen participation in the meetings

## PUBLIC RELATIONS

71. Conduct all the school board business only in legally called meetings
72. Attempt to maintain schools as good in quality as possible
73. Represent the people as much as possible
74. Open all the board meetings to the public except the executive sessions and closed meetings
75. Keep the public informed
76. Don't do any favoritism
77. Invite public suggestions and opinions
78. Respect public attitudes and values in educational planning

- 79. Represent the schools in various public functions
- 80. Speak to citizen groups and individuals and show them that you are interested in what they have to say

#### INSTRUCTIONAL PROGRAMS/CURRICULUM

- 81. Support to provide the students with the best possible educational programs
- 82. Employ quality teachers and other staff
- 83. Try to improve the working conditions of the school personnel
- 84. Keep an effective teacher-pupil ratio in the schools
- 85. Make sure that student's right and responsibilities are taken into consideration and protected
- 86. Determine subjects to be taught within the requirements of law
- 87. Always operate in the best of the interest of children
- 88. Prepare students to deal with change
- 89. Nurture in students a desire and skills to be contributing members of society
- 90. Help each student to develop their abilities to their fullest potential

#### SCHOOL FINANCE

- 91. Make sure that the school district has a sound accounting system
- 92. Use financial data in educational planning
- 93. Become familiar with school finance to make good decisions
- 94. Understand the funding plan, spending plan, and educational plans of the district
- 95. Authorize the preparation of the school budget and adopt

! it in its final form

96. Propose bond issues to the public for vote
97. Adopts standards and passes upon the procedures of financial accounting
98. Review a periodical audit of the school district accounts and business procedures
99. Be careful with the funds
100. Approve the purchases

Appendix I  
(An Example of Comparative Rating Sheet)

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| Particulars                               | Names of Applicants |                                                         |  |  |  |  |  |  |  |  |  |  |  |
|-------------------------------------------|---------------------|---------------------------------------------------------|--|--|--|--|--|--|--|--|--|--|--|
|                                           |                     |                                                         |  |  |  |  |  |  |  |  |  |  |  |
| <b>Educational Requirements</b>           |                     | If yes, check (✓) next to each item, if no, leave blank |  |  |  |  |  |  |  |  |  |  |  |
| Doctor's Degree                           |                     |                                                         |  |  |  |  |  |  |  |  |  |  |  |
| Major                                     |                     |                                                         |  |  |  |  |  |  |  |  |  |  |  |
| 6th Year                                  |                     |                                                         |  |  |  |  |  |  |  |  |  |  |  |
| Major                                     |                     |                                                         |  |  |  |  |  |  |  |  |  |  |  |
| M.S./M.Ed./M.A.                           |                     |                                                         |  |  |  |  |  |  |  |  |  |  |  |
| Major                                     |                     |                                                         |  |  |  |  |  |  |  |  |  |  |  |
| B.S./B.A.                                 |                     |                                                         |  |  |  |  |  |  |  |  |  |  |  |
| Major                                     |                     |                                                         |  |  |  |  |  |  |  |  |  |  |  |
| Other Degrees (if any)                    |                     |                                                         |  |  |  |  |  |  |  |  |  |  |  |
| Major(s)                                  |                     |                                                         |  |  |  |  |  |  |  |  |  |  |  |
| <b>Certificates</b>                       |                     | If yes, check (✓) next to each item, if no, leave blank |  |  |  |  |  |  |  |  |  |  |  |
| Teaching in this State                    |                     |                                                         |  |  |  |  |  |  |  |  |  |  |  |
| Adm. in this state                        |                     |                                                         |  |  |  |  |  |  |  |  |  |  |  |
| Supt. in this state                       |                     |                                                         |  |  |  |  |  |  |  |  |  |  |  |
| Teaching in other state                   |                     |                                                         |  |  |  |  |  |  |  |  |  |  |  |
| Adm. in other state                       |                     |                                                         |  |  |  |  |  |  |  |  |  |  |  |
| Supt. in other state                      |                     |                                                         |  |  |  |  |  |  |  |  |  |  |  |
| Eligible for supt.<br>in this state       |                     |                                                         |  |  |  |  |  |  |  |  |  |  |  |
| <b>Work Experience Requirements</b>       |                     | Years of experience                                     |  |  |  |  |  |  |  |  |  |  |  |
| Experience as Teacher                     |                     |                                                         |  |  |  |  |  |  |  |  |  |  |  |
| Experience as Adm.<br>C.O., principal etc |                     |                                                         |  |  |  |  |  |  |  |  |  |  |  |
| Experience as Supt.                       |                     |                                                         |  |  |  |  |  |  |  |  |  |  |  |
| Total experience<br>Teacher/Administrator |                     |                                                         |  |  |  |  |  |  |  |  |  |  |  |
| <b>Tasks Requirements</b>                 |                     | Number of Graduate Credits/Number of Publications       |  |  |  |  |  |  |  |  |  |  |  |
| Curriculum                                |                     |                                                         |  |  |  |  |  |  |  |  |  |  |  |
| Publications on Curriculum                |                     |                                                         |  |  |  |  |  |  |  |  |  |  |  |
| Finance                                   |                     |                                                         |  |  |  |  |  |  |  |  |  |  |  |
| Publications on Finance                   |                     |                                                         |  |  |  |  |  |  |  |  |  |  |  |
| Board-Supt. Relations                     |                     |                                                         |  |  |  |  |  |  |  |  |  |  |  |
| Publications                              |                     |                                                         |  |  |  |  |  |  |  |  |  |  |  |
| Supt.-Community Relations                 |                     |                                                         |  |  |  |  |  |  |  |  |  |  |  |
| Publications                              |                     |                                                         |  |  |  |  |  |  |  |  |  |  |  |
| Supt.-Staff Relations                     |                     |                                                         |  |  |  |  |  |  |  |  |  |  |  |
| Publications                              |                     |                                                         |  |  |  |  |  |  |  |  |  |  |  |

## Appendix I - Continued

|                          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Collective Bargaining    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Publications             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Cross-cultural Education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Publications             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Others (*)               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

\* Add other items as per need/concerns of your school district

LIST OF STATE DEPARATMENT OF EDUCATIONS IN  
THE UNITED STATES

## ALABAMA

Department of Education  
483 State Office Building  
501 Dexter Avenue  
Montgomery, Al 36130  
(205) 832-3316

## ALASKA

Department of Education  
State Office Building  
Pouch F  
Juneau, Ak 99811  
(907) 465-2800

## ARIZONA

State Department of Education  
1535 W. Jefferson Street  
Phoenix, AZ 85007  
(602) 255-4361

## ARKANSAS

State Department of Education  
Arch Ford Education Buldg  
Capitol Mall  
Little Rock, AR 72201  
(501) 371-1464

## CALIFORNIA

State Department of Education  
721 Capitol Mall  
Sacramento, CA 95814  
(916) 445-4338

## COLORADO

Department of Education  
523 State Office Building  
201 E. Colfax Aveune  
Denver, CO 80203  
(303) 866-2212

## CONNECTICUT

Deptment of Education  
305 State Office Building  
165 Capitol Avenue  
P.O. Box 2219  
Hartford, CT 06106  
(203) 566-5061

## DELAWARE

Department of Public Instruction  
Townsend Bldg.  
P.O. Box 1402  
Dover, DE 19901  
(302) 736-4601

## DISTRICT OF COLUMBIA

Superintendnt of Schools  
D.C. Public Schools  
1209 Presidential Bldg.  
415 12th St., N.W.  
Washington, DC 20004  
(202) 724-4222

## FLORIDA

Department of Education  
The Capitol, Plaza Level 08  
Tallahassee, FL 32301  
(904) 487-1785

## GEORGIA

Department of Education  
Twin Towers East, 20th Fl.  
Atlanta, GA 30334  
(404) 656-2800

## HAWAII

Department of Education  
Queen Liliuokalani Bldg.  
1390 Miller St.  
P.O. Box 2360  
Honolulu, HI 96804  
(808) 548-6405

## IDAHO

Department of Education  
Len B. Jordan Bldg.  
650 W. State St.  
Boise, ID 83720  
(208) 334-3301

## ILLINOIS

State Board of Education  
100 N. 1st St.  
Springfield, IL 62777  
(217) 782-2221

## Appendix II - Continued

## INDIANA

Department of Public Instruction  
229 State House  
200 W. Washington St.  
Indianapolis, IN 46204  
(317) 232-6610

## IOWA

Department of Public Instruction  
Grimes State Office Bldg.  
400 E. 14th St.  
Des Moines, IA 50319  
(913) 296-3201

## KENTUCKY

Department of Education  
Education & Humanities Cabinet  
Capital Plaza Tower, 17th Fl.  
Frankfort, KY 40601  
(502) 564-4770

## LOUISIANA

Department of Education  
Education Building  
626 N. 4th St.  
P.O. Box 44064  
Baton Rouge, LA 70804  
(504) 342-3602

## MAINE

Department of Educational &  
Cultural Services  
State House, Station 23  
Augusta, ME 04333  
(207) 289-2321

## MARYLAND

State Superintendent of Schools  
Department of Education  
200 W. Baltimore St.  
Baltimore, MD 21201  
(301) 659-2100

## MASSACHUSETTS

Department of Education  
1385 Hancock St.  
Quincy, MA 02169  
(617) 770-7517

## MICHIGAN

Department of Education  
Michigan National Tower  
124 W. Allegan St.  
P.O. Box 30008  
Lansing, MI 48909  
(517) 373-3354

## MINNESOTA

Department of Education  
Capitol Square Bldg.  
550 Cedar St.  
St. Paul, MN 55101  
(612) 296-2358

## MISSOURI

Department of Elementary & Secondary  
Education  
100 E. Capitol Ave.  
P.O. Box 480  
Jefferson City, MO 65102  
(314) 751-4446

## MONTANA

Office of Public Instruction  
106 Capitol Bldg.  
Helena, MT 59620  
(406) 449-3654

## NEBRASKA

Department of Education  
State Office Building  
301 Centennial Mall, S.  
P.O. Box 94987  
Lincoln, NE 68509  
(402) 471-2465

## NEVADA

Department of Education  
Capitol Complex  
Carson City, NV 89710  
(702) 885-3100

## NEW HAMPSHIRE

Office of Teacher Education &  
Professional Standards  
101 Pleasant Street  
Concord, NH 03301  
(603) 271-3144

## NEW JERSEY

Office of Teacher Certification  
State of New Jersey  
3535 Quakerbridge Road - CN 503  
Trenton, NJ 08625-0503  
(609) 292-4477

## NEW MEXICO

Department of Education  
Education Building  
300 Don Gaspar Ave.  
Santa Fe, NM 87503  
(505) 827-2282

## NEW YORK

State Education Department  
State Education Building  
Albany, NY 12234  
(518) 474-4688

## NORTH CAROLINA

Department of Public Education  
Education Building  
Salisbury and Edenton Sts.  
Raleigh, NC 27611  
(919) 733-3813

## NORTH DAKOTA

Department of Public Instruction  
State Capitol  
Bismarck, ND 58505-0164  
(701) 224-2261

## OHIO

Department of Education  
808 Ohio Department Bldg.  
65 S. Front St.  
Columbus, OH 43215  
(614) 466-3304

## OKLAHOMA

Department of Education  
2500 N. Lincoln Blvd.  
Oklahoma City, OK 73105  
(405) 521-3301

## OREGON

State Department of Education  
700 Pringle Parkway, S.E.  
Salem, OR 97310  
(503) 378-3573

## PENNSYLVANIA

Department of Education  
333 Market St.  
P.O. Box 911  
Harrisburg, PA 17108  
(717) 787-2967

## RHODE ISLAND

State Department of Education  
22 Hayes St.  
Providence, RI 02908  
(401) 277-2031

## SOUTH CAROLINA

State Department of Education  
1006 Rutledge Bldg.  
1429 Senate St.  
Columbia, SC 29201  
(803) 758-3291

## SOUTH DAKOTA

Department of Education  
Richard F. Kneip Bldg.  
700 N. Illinois St.  
Pierre, SD 57501  
(605) 773-3243

## TENNESSEE

State Department of Education  
100 Cordell Hull Bldg.  
436 6th Ave., N.  
Nashville, TN 37219  
(615) 741-2731

## TEXAS

Texas Education Agency  
State of Texas  
201 E. 11th St.  
Austin, TX 78701  
(512) 475-3271

## Appendix II - Continued

## UTAH

State Office of Education  
250 E. 5th South St.  
Salt Lake City, UT 84111  
(801) 533-5431

## VERMONT

Department of Education  
State Office Building  
120 State St.  
Montpelier, VT 05602  
(802) 828-3135

## VIRGINIA

Department of Education  
9th and Grace Sts.  
P.O. Box 6-Q  
Richmond, VA 23216  
(804) 786-2612

## WASHINGTON

State Department of Education  
Old Capitol Bldg.  
Olympia, WA 98504  
(206) 753-6717

## WEST VIRGINIA

Department of Education  
B358 State Office Bldg. 6  
1900 Washington St., E.  
Charleston, WV 25305  
(304) 348-2681

## WISCONSIN

Department of Public Instruction  
125 S. Webster St.  
P.O. Box 7841  
Madison, WI 53707  
(608) 266-1771

## WYOMING

Department of Education  
Hathaway Bldg.  
2300 Capitol Ave.  
Cheyenne, WY 82002  
(307) 777-7673

## AMERICAN SAMOA

Department of Education  
Pago Pago, AS 96799  
633-5237 and 5159

## GUAM

Department of Education  
P.O. Box DE  
Agana, GU 96910  
472-8901

## PUERTO RICO

Department of Education  
P.O. Box 759  
Hato Rey, PR 00919  
(809) 751-5372 and 5572

## VIRGIN ISLANDS

Department of Education  
  
P.O. Box 6640  
St. Thomas, VI 00801  
(809) 774-2810 and 774-0100

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